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Booklet 1B

HEALTH

and Life Skills

MODULE 1

Wellness Choices

HOME INSTRUCTOR'S GUIDE AND
ASSIGNMENT BOOKLET 1B



Learning
Technologies
Branch

Alberta
EDUCATION

Health and Life Skills 7
Module 1: Wellness Choices
Home Instructor's Guide and Assignment Booklet 1B
Learning Technologies Branch
ISBN 0-7741-2615-9

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

| | |
|-------------------------------|---|
| This document is intended for | |
| Students | ✓ |
| Teachers | ✓ |
| Administrators | |
| Home Instructors | ✓ |
| General Public | |
| Other | |



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Section 2: Safety and Responsibility

In Section 2 students learn about positive health choices through the development of safe and responsible habits. They focus on safety issues and concerns, the limits that they set for themselves, and how to accept and respect limits that others set. They investigate how safety issues, ranging from sports and workplace safety to bullying and harassment, affect their physical, emotional, and social health. They examine how sources of support can provide strategies for dealing with safety issues and concerns. As well, they explore how the development of skills for resiliency can support physical, emotional, intellectual, and social health and development.

Section 2 of Module 1 consists of three lessons with student assignments after each lesson:

- Lesson 1: Safety
- Lesson 2: Sources of Support
- Lesson 3: Resiliency

Lesson 1: Safety

This lesson asks students to explore personal perspectives on a variety of safety issues including recreational activities, social situations, and workplace safety. Assist your student by discussing your own perspectives on safety and ways in which you take responsibility for your own health by being aware of safety concerns and issues. Find and share different sources that relate to current safety issues and concerns, such as news reports, magazine articles, and brochures.

In Lesson 1 students are introduced to influences on safety and responsibility. In question 1 students are asked what being safe physically, emotionally, and socially means to them. For question 2, encourage your student to consider how different settings and situations can result in a variety of safety issues and concerns. Encourage your student to discuss his or her answers with you.

Lesson 1 also helps students develop skills that include applying their thoughts about behaviours and risks to a variety of topics related to safety, such as sports, workplace safety, bullying, and harassment. For the questions in this lesson, review the answers to ensure that your student is able to make a connection between the reading and his or her personal safety perspectives.

What can parents do to promote and maintain a personal sense of safety?

- Acknowledge and discuss your child's feelings of fear.
- Give practical suggestions for staying safe in specific circumstances.
- Get to know your child's friends and their parents.
- Include friends in family activities.
- Develop strategies for staying safe as a family.
- Point out Block Parent symbols when walking or driving in the neighbourhood.
- Provide rides to and from activities after dark.
- Set clear rules and consequences; monitor your child's whereabouts.
- Foster independence by adjusting boundaries and curfews as your child matures.
- Model and expect appropriate behaviour at home both with friends and siblings.
- Supervise activities for children in the home and community.
- Attend special presentations at school with your child.

Lesson 2: Sources of Support

This lesson focuses on the internal and external sources of support that students can use to maintain and develop their physical, emotional, and social health. Ask your student to discuss how support is used in different aspects of his or her life and to consider how physical, emotional, and social health is supported through internal and external influences.

Students also focus on building a support system. Students are asked to brainstorm sources of support that are available to them. They are asked to consider how these sources provide support in physical, emotional, and social ways and to identify those sources on which they depend the most. Plan to discuss the types of support that you use and that are available to you and to the community in which you live.

Question 4 asks students to create a sphere-of-influence chart to consider how their internal and external supports change over time. Discuss and share examples of situations where support is needed at different stages of life.

Lesson 3: Resiliency

This lesson introduces students to resiliency—the ability to cope in the event of adversity or risk. Students learn that developing resiliency involves developing skills and strategies such as learning effective problem-solving and decision-making processes, maintaining positive self-esteem, and bonding with others. Work with your student to find examples of resiliency and resilient individuals from different forms of media, such as newspapers, magazines, television, and radio.

In question 1 students are asked to define *resiliency*. Discuss with your student people you know who show resiliency when meeting their challenges.

Lesson 2 also focuses on characteristics of resiliency. Question 2 asks your student to describe what resilient characteristics he or she has. Discuss with your student his or her answer to this question and what resilient characteristics you have. Then compare both sets of resilient characteristics.

Question 3 asks students to brainstorm a list of the characteristics of resiliency and visually describe what characteristics of resiliency might look like in people. It is important that students are able to start to identify characteristics of resiliency. Encourage your student to review what he or she has learned in the previous two lessons in this section on safety issues and sources of support. These lessons provide concepts that can be applied to characteristics of resiliency.

In the assignment for this lesson students are asked to use what they have learned about resiliency to make a list of actions they can take to develop resilient characteristics and make them a stronger and more positive person. Have your student review what resiliency is and what the characteristics of resilient people are. Review the strategies that can be used to develop resiliency and the effects of using these strategies on personal health and development.

ASSIGNMENT BOOKLET 1B

Health and Life Skills 7
Module 1: Section 2 Assignment

Home Instructor's and Student's Comments:

STUDENT FILE NUMBER
(if label is missing or incorrect)

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. Contact your teacher for the appropriate e-mail address.

7 HEALTH *and Life Skills*

MODULE 1

Wellness Choices

ASSIGNMENT BOOKLET 1B



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FOR TEACHER'S USE ONLY

Summary

| | Total Possible Marks | Your Mark |
|----------------------|----------------------|-----------|
| Section 2 Assignment | 40 | |

Teacher's Comments

Health and Life Skills 7
Module 1: Wellness Choices
Assignment Booklet 1B
Section 2 Assignment
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

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ASSIGNMENT BOOKLET 1B
HEALTH AND LIFE SKILLS 7: MODULE 1
SECTION 2 ASSIGNMENT

This Assignment Booklet is worth 40 marks out of the total 100 marks for the assignments in Module 1. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate page. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

40

Section 2 Assignment: Safety and Responsibility

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Circle the appropriate letter.

1

1. _____ involves using strength or power to intimidate another person physically, verbally, or psychologically.
- A. harassment
 - B. resiliency
 - C. bullying
 - D. support system

1

2. The first thing you should do when dealing with bullying is to
- A. model the behaviour with those you interact with
 - B. be aware of the problem
 - C. identify alternative behaviours that are appropriate and acceptable
 - D. tell your teacher

3

3. What can you do to stay safe physically, emotionally, and socially? Give one behaviour for each in the following chart.

| | |
|--------------------|--|
| Physically | |
| Emotionally | |
| Socially | |

③

4. What are three safety guidelines to follow when participating in sports?

[illegible]

②

5. If you had a part-time job, how would you ensure that your health and safety were protected? Tell two things you could do.

②

6. Assume there are some students in your class who are known for their bullying. How could you deal with them? Describe two things you could do.

When you've finished responding to the preceding questions, return to page 103 of Module 1 Student Module Booklet and start working on Lesson 2.

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Circle the appropriate letter.

- ① 7. A support system is
- A. a network of people who help you find a job
 - B. a group of people who encourage you to continue your education
 - C. a network of people who provide you with encouragement and guidance
 - D. a group of people who help you set goals and plan your future
- ① 8. Internal sources of support can include
- A. your parents and other family members
 - B. your friends
 - C. government organizations such as AADAC
 - D. your personal experiences, goals, hopes, and dreams
- ① 9. Which of the following statements is true?
- A. Older people are excellent additions to your support network because of their experiences and knowledge.
 - B. Internal support sources are people and organizations that involve how you feel about yourself.
 - C. A strong support system can be formed with people you meet occasionally.
 - D. An external source of support includes your confidence and belief in yourself.
- ② 10. How can people in your support system be beneficial to you? Give two ways.

When you've finished responding to the preceding questions, return to page 113 of Module 1 Student Module Booklet and start working on Lesson 3.

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Circle the appropriate letter.

①

11. Resiliency is

- A. a sense of self-worth
- B. being able to cope in the event of adversity or risk
- C. being independent
- D. placing importance in things you value

①

12. Goals are

- A. things that you believe in and feel are important
- B. things you use to plan your future
- C. things that help you cope with adversity or risk
- D. plans or objectives

①

13. Self-esteem is

- A. a sense of self-worth and confidence
- B. independence
- C. the ability of an individual to cope in the event of much adversity
- D. a condition that includes many aspects of your life

①

14. What are two characteristics that are common to resilient people?

- ④ 15. What are two advantages of setting goals? Give an example to support each advantage.
-
-
-
-
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-
-
- ② 16. Doing volunteer work is one way of learning to deal with difficult circumstances or to develop resilient characteristics. What are two advantages of being a volunteer?
-
-
-
-
-
-
-
-

10

17. Use what you have learned about resiliency and resilient characteristics to complete the chart on the following page. Use the first column of the chart to brainstorm a list of ten actions you can take in your daily life to build resiliency. In the second column, explain how each action makes you stronger and more positive.

Before you fill in your chart, review what resiliency is and the characteristics of resilient people. Also, review the strategies that can be used to develop resiliency and the effects of using these strategies on personal health and development.

Your chart will be assessed according to the following criteria.

| Marks | Criteria | Comments on Student's Assignment |
|---------------------------|---|----------------------------------|
| 8-10 Very Good | <ul style="list-style-type: none"> identifies multiple characteristics of resiliency in writing action statements makes connections between resiliency and physical, emotional, and intellectual health begins action statements with the word "I" promotes stronger and more positive behaviours related to resiliency through action statements and accompanying results statements describes strategies that promote positive health and well-being in results statements | |
| 5-7 Average | <ul style="list-style-type: none"> considers characteristics of resiliency in writing action statements makes connections between resiliency and physical, emotional, and intellectual health begins action statements with the word "I" promotes positive behaviours related to resiliency through action statements describes strategies that promote positive health and well-being in results statements | |
| 0-4 Incomplete | <ul style="list-style-type: none"> reflects some characteristics of resiliency in action statements implies benefits to physical, emotional, or intellectual health in action statements reflects some positive behaviours in action and results statements relates action statements to results statements | |

| Ten Actions for Resiliency | |
|----------------------------|--|
| Action List | How This Makes Me Stronger and More Positive |
| | |
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When you've finished responding to the preceding questions, submit Assignment Booklet 1B to your teacher. By now you should have received—and started working on—**either** Part A: Human Sexuality **or** Part B: Journal Project. Then continue where you left off in the Student Module Booklet.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.
Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.
